**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** US History

**Date:** 11/14/11

**Objective:** HWBAT evaluate the impact of industrialization and laissez-faire policies on workers, such as the National Labor Union, Knights of Labor, American Federation of Labor, and the impact of events, such as the Haymarket Riot, Homestead Strike and the Pullman Strike.

**Essential Question:** How did laborers survive the laissez-faire business practices of industrialization?

**Learning Goal:**

5.1.3.a Evaluate the impact of industrialization and laissez-faire policies on workers, such as the National Labor Union, Knights of Labor, American Federation of Labor, and the impact of events, such as the Haymarket Riot, Homestead Strike, and the Pullman Strike. **(National Labor Union, Knights of Labor, American Federation of Labor, Haymarket Riot, Homestead Strike, Pullman Strike, sweatshops)**

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| **Type of Lesson:** | **Agenda:** |
| Introductory | 1. Call to Order (Visual Discovery) 2. Cornell Notes 3. Create a Game Board Creation 4. Comprehension Questions 5. Cartoon Creation 6. Exit Ticket |
| **Call to Order: (5 minutes)** | |
| Students will enter the room, take out their notebooks, and begin their Call to Order which will be posted on the board:  *Look at the cartoon below.* What problems with *Laissez Faire* policies does the cartoon illustrate? | |
| **Introduction of New Material: (25 minutes)** | |
| Teacher will review the image from the *Call to Order,* drawing on students’ prior knowledge and political cartoon exploration from last Friday.  Teacher will present Cornell notes from a power point slide deck. Students will copy the information into their notebooks.  Students will answer comprehension questions:   1. *What social, economic, and political factors led to the need for the formation of unions?* 2. *How were unions effective in meeting the political, economic, and social needs of laborers?* 3. *How effective were labor unions in improving the lives of American workers?*   Students will watch a short video of the *Triangle Shirtwaist Factory Fire.* Students will **stop and jot:**  Why were laissez faire policies not good for factory workers?  How would Unions have been able to help the workers in this case? | |
| **Guided Practice: (15 minutes)** | |
| Students will create a game board which has different actions of businesses and unions. Students will create spaces to show how these actions advance or hold back factory workers. | |
| **Independent Practice: (10 minutes)** | |
| Students will take a 6-question exit ticket.  Teacher will post the answers and students will grade their own exit tickets. | |
| **Closing:** | |
| Students will jot down the key terms on the unit board. | |
| **Homework:** | |
| Textbook pages 452-453, answer questions 1-10. | |
| **Accommodations:** | |
| No IEP Students are in this class. | |

**Assessment Items:**

1. Many employers cut wages in the late 19c by

1. eliminating pension plans
2. hiring skilled workers
3. elminating health insurance plans
4. hiring women and children

2. In its approach to union organization, the Knights of Labor officially:

1. welcomed both skilled and unskilled workers
2. stressed the organization of workers by craft
3. encouraged the use of the strike
4. discriminated against Blacks and women

3. The 1880s movement for the eight-hour working day is usually associated with which of the following labor organizations?

1. the Teamsters Union
2. the Knights of Labor
3. the American Federation of Labor
4. the International Ladies’ Garment Workers Union?

4. “Yellow dog” contracts were contracts

1. in which employers agreed not to hire Chinese immigrants
2. in which workers promised not to strike or join a union
3. that guaranteed that only union members would be hired
4. all of these choices are correct

5. The Haymarket bombing of May 4, 1886, was important to the labor movement because it

1. aroused public opposition against labor, contributed to the decline of the Knights of Labor, and caused an increase in the membership of the AFL
2. brought about the use of collective bargaining to settle labor disputes peacefully
3. demonstrated to unskilled workers their vulnerability to strikebreaking actions
4. began a tradition of tradition of federal intervention by U.S. troops

6. President Grover Cleveland responded to the 1894 Pullman strike by

1. offering to serve as a mediator
2. intervening on the side of management
3. remaining uninvolved and doing nothing
4. intervening on the side of labor